Readiness Matrix for the PLC at Work™ Process

Solution Tree

School: _____   **Principal**: _____

Directions: Read each indicator below and provide brief evidence in the space to the right of each item.

Rating: 1| getting started   2| Implementing   3| Sustaining

	Brief Description	Rating
The following items are *integral* for implementing the PLC at Work process.		
Building Level Knowledge of the PLC at Work Process		
Book studies		
Site visits		
Event attendance		
Professional development		
Additional Evidence		
Building Administrator Committed to the Work		
PLC at Work information shared		
Mission focused on all students learning at high levels		
Schedules adjusted to support mission		
Additional Evidence		
Guiding Coalition and/or Leadership Team		
Scheduled meetings include the right people.		
Focused on school improvement		
Additional Evidence		

	Brief Description	Rating
Weekly Collaborative Team Time		
Team schedule		
Team tools to support collaboration		
Agendas focused on student achievement		
Additional Evidence		
Weekly Intervention Time for Students		
Student data is collected on a regular basis.		
Data informs decisions		
Intervention schedule is for all students.		
Additional Evidence		
The following items, if already in place, *accelerate the progress* of the PLC at Work process.		
Teacher Understanding and Use of Data to Drive Decisions		
Data conversations are transparent and safe.		
Data team meetings are grounded in cycles of inquiry.		
Additional Evidence		

	Brief Description	Rating
Culture of Continuous Improvement		
Faculty meetings in support of growth and change		
Collective commitments focused on student success		
Additional Evidence		
Shared Mission/Vision		
Build shared knowledge and understanding of high levels of learning for all		
Mission/Vision demonstrated with adult actions		
Additional Evidence		
Long Term and Short term Goals that are Shared and Monitored for Progress		
SMART goals written at the building and team level		
Teams work interdependently to reach goals.		
Goals monitored and celebrated		
Additional Evidence		

	Brief Description	Rating
Inclusive Practices		
Increase educator knowledge of innovative service delivery models		
Access to grade level standards and rigorous curriculum for all students		
Increase academic performance as measured by district and state assessments		
Special educators are included in collaborative teams		
IEPs belong to both regular and special educators		
Programs are open and accessible for all students		
Additional Evidence		